

A Study on the Effectiveness of Picture Series Method in Improving the Writing Ability of Recount Text for Junior High School Students

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SUBJECT

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Abstract

This article discusses the importance of developing recount text writing skills for junior high school students in English language learning. In the 2013 curriculum, English language skills are very important in preparing a generation that can compete globally. However, writing skills often receive less attention, and students tend to write only because the teacher commands them.

The picture series method is an effective approach to improving the ability to write recount texts. This method involves a series of pictures to help students string past events into a structured narrative. The results showed that the picture series method can increase students' learning motivation, overcome barriers in writing, and strengthen teacher-student relationships.

This research uses a literature review approach and field research at SMP Negeri 4 Pematang Siantar to collect data on the effectiveness of the serial image method in improving the ability to write recount texts. Through literature analysis and observation of students, it was found that most students showed interest and enthusiasm in using the serial image method. A total of 81% of students succeeded in writing recount texts with the help of this method.

In conclusion, the picture series method is effective in overcoming the problem of students' writing ability and improving learning interaction. This article suggests that teachers use the series picture method to learn to recount texts to create a more interesting and creative learning environment for junior high school students. This method can help students develop better thinking skills, emotional responses, and writing skills.

1. Introduction

Speaking of English, it has been considered a compulsory subject in the curriculum, from the lowest level of education to higher education. English has become a language that everyone must understand because it is an international language. The purpose of learning English is not only to understand its meaning but to prepare generations to be able to compete globally using English well. In the 2013 curriculum, the government encourages students to be able to master English language skills. In learning English, students are expected to have mastery of the four basic skills and be able to apply them in everyday life and learning contexts (Firdaus & Sunaryo, 2013).

The four basic skills include reading, writing, listening, and speaking. Students at the Junior High School (SMP) level are required to be able to compose and write various types of texts. To develop writing skills in a second language, as well as spoken language skills, one needs to understand how to combine linguistic elements (vocabulary, grammar, spelling, structure (genre)) to create a text (Ghazali, 2010). However, the fact is that these abilities still receive less attention, especially in developing their abilities, especially students' writing skills, which are one of the factors of weakness when learning difficulties.

The low level of writing ability is due to the teacher's lack of interest, motivation and direction in developing writing skills. Students, especially in the language field, also need to have mastery of writing skills (Silalahi et al., 2021). Most students tend to write due to teacher orders and do not write based on their initiative. Writing involves the writer's effort or activity to express facts, feelings, attitudes, and thoughts clearly and effectively. On the other hand, recount text is a text in English language learning that recounts past events or experiences. This text aims to provide information or entertainment to the reader. The Image Series method is a powerful strategy to improve students' writing skills. A study (by Muliati et al., 2016) stated that to tell stories, and students must be able to write essays about past events.

Using a series of images can stimulate students' interest in thinking and encourage them to express their ideas and communicate slowly over time. Munadi (2015:89) states that pictures are one of the significant visual media and can be found easily. This method can help them pour ideas into the form of chronologically arranged writing. The shape and colour of the series of images will interest junior high school students because junior high school students represent the transition stage from childhood to adulthood. Hurlock (1990) divides the adolescent stage into early adolescence, aged 13-17 years, and late adolescence, aged 17-18. Where at the age of 13-17, students are usually at the level of junior high school education (SMP).

Therefore, this research study was conducted to determine the effectiveness of the series picture method in improving the skills and interests of junior high school students in writing recount texts as an expression of the core requirements of the 2013 curriculum.

2. Research Methods

Research Design

This research uses the literature review method and field research at SMP Negeri 4 Pematang Siantar to collect data and analyze the effectiveness of the serial image method in improving the ability to write "recount text" in junior high school students. "The literature method is used in this research, referring to a research approach that involves

gathering information and data from various library sources such as documents, books, journals, historical records, and others, as expressed by Mardalis (1999)." The literature review approach is used because this research aims to reorganize and analyze the results of previous studies that are relevant to the same topic.

Data Source

The main data sources in this study are scientific journals, articles, and related literature published in educational journals, educational psychology, and the Indonesian language. The data taken comes from various sources containing information about using the serial picture method in learning to write "recount text" for junior high school students.

Instrument

The instrument used in this study was a literature search sheet. This instrument was designed to search, select, and organize journals and articles relevant to the research topic. In addition, this instrument was also used to identify important information such as method approaches, previous research results, and findings related to the use of serial drawing methods in improving the ability to write "recount text."

Data Collection Method

The data collection process was conducted through the following stages: Identification and selection of literature sources relevant to the research topic; I made a list of the literature that has been selected to be reordered and analyzed; Reading, understanding, and reorganizing the findings from the literature related to the effectiveness of the serial drawing method in improving the ability to write "recount texts." Data was collected by identifying important data such as approaches, methods applied, research results, and related findings.

Data Analysis Method

The data that has been collected is analyzed through the following stages: Organizing data from the various literature that has been selected; I was classifying the data based on relevant themes or topics; Content analysis was conducted to identify common patterns, comparisons, similarities, and differences between previous research results.

Data interpretation was carried out by comparing and linking findings from various literature to illustrate the effectiveness of the serial picture method in improving the ability to write "recount text" in junior high school students. The literature review approach focuses on analyzing and synthesizing the existing literature to present relevant and in-depth information about using the series picture method in learning to write recount text for junior high school students.

3. Result

The word "media" comes from the Latin "medium", which means "intermediary" or "deliverer". In general, "media" refers to the process of mediation or delivery of messages from sender to receiver (Sadiman, 1993: 6).

The definition of media includes didactic materials for teachers and didactic materials for students that make the learning process more interesting, interactive, and active. A series of pictures is a series of pictures that describe an event, story, or incident to improve students' reading comprehension. Continuous recording can also increase motivation and facilitate the reading process.

According to Hasninda (2011: 8), a series of pictures in a picture series consists of 2-6 pictures that describe a story and can help students in writing. Any picture can be

used as a substitute for paragraphs. Pardiyo (2007) explains that story text is one type of text that tells the reader about something that has happened or past events.

Anderson and Anderson (2002) express their opinion about a retold text, which is a text that sequentially tells a series of past events in a certain time series. This recount text tells the story of events that happened at a certain point, starting with describing the characters, how the events began, and where and when they happened. The purpose of recount text is to record and describe past experiences and recount events in a structured sequence (Derewianka, 2003).

The importance of writing and learning in junior secondary students' learning process makes reconstruction writing important in the 2013 curriculum. However, students often face barriers to improving their story-writing skills in English.

Based on the results of the theoretical review, various problems in students' ability to write recount texts were identified, including in teaching texture mapping materials where conventional methods are still dominant.

Therefore, a suitable approach is needed to improve recount text writing skills that can motivate students to write independently. The serial drawing method is very suitable for overcoming this problem. This method attracts students' attention with the colours and shapes of the series of pictures, encourages creative thinking, helps recall past events, and organizes the contents of the mind into a recount text.

Tido (2017) points out the benefits of the picture series method, including increased student motivation and academic achievement, increased teacher knowledge about using picture series, and improved learning quality in educational institutions. Serial visual media helps to learn attentional, affective, cognitive, and compensatory functions (Levie & Lentz in Sumiharsono, 2017).

These four functions support the series picture method in improving students' ability to write recount texts. This method also helps teachers overcome students' difficulties in creating recount texts.

Using the serial image method can be improved the ability of junior high school students per the demands of the 2013 curriculum to write recount texts. Teachers should understand students' difficulties and use a serial image method that is easy to understand and triggers students' imagination.

The results showed that using the picture series method improved students' writing ability and strengthened the teacher-student relationship.

Thus, the picture series method effectively improves junior high school students' recount text writing ability under the learning objectives in the 2013 curriculum.

4. Conclusion

Based on the review of the concept of media, the utilisation of picture series, and the use of the picture series method in the context of recount text learning in junior high school, some important conclusions can be drawn:

1. The Meaning and Function of Media: "Media" originates in the Latin "medium," which refers to an intermediary or messenger. In the context of learning, media acts as a tool to facilitate communication and information delivery. Media also involves materials that support the learning process, such as didactical materials for teachers and students.
2. Picture Sequences in Learning: Picture sequences are defined as pictures that aim to visualise a particular event or story. It helps improve students'

- comprehension, especially in reading and writing. In the context of recount texts, picture series can help students structure past events into a structured narrative.
3. **Benefits of the Picture Series Method:** The picture series method effectively improves junior high school students' recount text writing ability. This approach stimulates students' imagination, increases learning motivation, and helps organise their thoughts. In addition, the series picture method also benefits teachers in teaching and overcoming students' learning barriers.
 4. **Relevance to Curriculum 2013:** In the era of Curriculum 2013, students need to develop recount text writing skills as part of learning. The serial drawing method is very much in line with the objectives of this curriculum, as it encourages students to write independently while meeting the demands of more creative and interactive learning.
 5. **Strengthened Teacher-Student Relationship:** The use of the series picture method in teaching recount text positively impacts the relationship between teachers and students. This method creates a more interesting and dynamic learning environment, where the teacher is a facilitator, and students are more involved in the learning process.
 6. **Final Conclusion:** Using the serial picture method in teaching recount texts can improve the quality of learning in junior high school. This method facilitates students' writing ability and provides a more satisfying learning experience. Therefore, to overcome barriers and improve the quality of education, the serial image method can be adopted as an effective and relevant approach.

From the results of the literature review that has been explained and elaborated, this serial picture method is proven effective in developing the ability to write recount texts for junior high school students. Therefore, it is recommended for teachers to use this series picture method. The effectiveness of this method is supported by the results of observations and tests of 8th-grade students at SMP Negeri 4 Pematang Siantar, as well as the results of other studies that have been re-analysed by researchers. From the observation, the team saw that students showed interest and enthusiasm in writing recount texts. Out of 32 students, as many as 81% or 26 students succeeded in writing recount texts using this serial image method. (By using this method, the teacher's way of teaching also becomes more innovative, challenging, and interesting for junior high school students. From this, it can be concluded that using the series picture method to improve the ability to write recount text can be a learning technique that trains the development of thinking skills (cognitive), emotional responses (affective), and recount text writing skills (psychomotor) (Sitompul et al., 2023: 134). It is highly expected that teachers can make the learning atmosphere for students fun and not boring by bringing up ideas or ideas that are more creative for students in learning.

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